



219 North Main Street | Suite 402 | Barre, VT 05641
(p) 802-479-1700 | education.vermont.gov/licensing

MEMORANDUM

TO: Education Leadership Programs and Aspiring Administrators
FROM: Licensing Office, Agency of Education
SUBJECT: Transcript Review for Administrators and Internship Requirements
DATE: 6/2016

We would like to provide you with additional information on the requirements for administrators. The Licensing Office requests that you review this information with your faculty and students who will be applying for an administrator endorsement in the future.

- Aspiring leaders who are not enrolled in an approved preparation program for administrators may choose to apply for licensure via Transcript Review.
- The Licensing Office will only conduct Transcript Reviews for candidates who have successfully completed 75% of the coursework required for the endorsement. Applicants who apply prior to completing at least 75% of the required coursework will not be reviewed and will forfeit the \$50 processing fee.
- Candidates applying for their first Administrator endorsement through Transcript Review are required to take the [School Leaders Licensure Assessment](#) (SLLA) (Effective September 1, 2014). Candidates that completed a Vermont approved program in administration or who are transferring in an out of state administrator license from a state that has signed the NASDTEC agreement are **not** required to complete the SLLA.
- **All applicants** for administrative licensure are required to meet the new standards and internship requirements (Effective September 1, 2015).



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SAMPLE

Supervisory Union/District or School or College Letter Head

Vermont Agency of Education
Licensing Office
219 N. Main St.
Barre, VT 05641

Date

This letter is to serve as documentation for (educator's name) Administrative Internship as required for Vermont licensure as a (Superintendent, Principal, CTE Director, Director of Special Education, Director of Curriculum).

(educator's name) has completed the required 300 hours of supervised, substantive field experience in two or more types of school settings and has demonstrated competence in the Core Leadership Standards for Vermont Educators, *per 5150 of the Rules Governing the Licensing of Educators and the Preparation of Educational Professionals*.

Example:

Field Experience & Grade Level	Duties Completed/Vermont Core Leadership Standards Addressed	Supervision Performed	Hours	*Field Mentor
Green Elementary School K-5	<i>All responsibilities of an elementary principal including demonstration of the following Core Leadership Standards:</i> <ul style="list-style-type: none">• 1. Facilitating the development, articulation, implementation and stewardship of a widely shared vision for learning;• 2. Developing a school culture and instructional program conducive to student learning and staff professional growth;• 3. Ensuring effective management of the organization, operation, and resources for a	<i>Weekly check-in meetings Observation Goal Setting</i>	200	



AGENCY OF EDUCATION
EDUCATOR QUALITY DIVISION

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Field Experience & Grade Level	Duties Completed/Vermont Core Leadership Standards Addressed	Supervision Performed	Hours	*Field Mentor
	<i>safe, efficient, and effective learning environment;</i> <ul style="list-style-type: none">• 4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;• 5. Acting with integrity, fairness, and in an ethical manner; and• 6. Understanding, responding to, and influencing the political, social, legal, and cultural contexts.			
Violet Central Middle School 6-8	All responsibilities of a Middle School Principal including demonstration of the following Core Leadership Standards: <ul style="list-style-type: none">• 1. Facilitating the development, articulation, implementation and stewardship of a widely shared vision for learning;• 2. Developing a school culture and instructional program conducive to student learning and staff professional growth;• 3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;• 4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;• 5. Acting with integrity, fairness, and in an ethical manner; and6. Understanding, responding to, and influencing the political, social, legal, and cultural contexts.	Weekly check-in meetings Observation Goal Setting	150	

**If college program*

Sincerely,

Supervisor(s) signature(s)